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ABSTRACT

The need to expand Luso-Brazilian linguistic and cultural competency through instruction at the university level is described in this article. Some 20 specialists of Portuguese studies identify major problems facing the educational community. A second section presents a selective list of traditional and linguistically-oriented reference and teaching materials including: (1) basic texts, (2) graded reading materials, (3) edited texts, (4) conversation manuals, (5) foreign language basic texts, (6) dictionaries, and (7) current research and development programs. (RL)

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THE STATUS OF PORTUGUESE LANGUAGE STUDY

and

PORTUGUESE TEACHING RESOURCES

by

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I. THE STATUS OF PORTUGUESE LANGUAGE STUDY*

In a period of general expansion and strengthening of instructional programs in foreign languages, there has been a growing concern among the members of the academic community about the state of Portuguese (Luso-Brazilian) studies in the United States. An amorphous but real sense of urgency has manifested itself in the casual conversation of teachers of Portuguese, suggesting a need for emergency action.

No statement of justification for the need to expand Luso-Brazilian linguistic and cultural competency in this country is required. The geographic and demographic immensity of Brazil is well known; within this century, this sub-continent will predictably surpass the United States in population and will equal the combined population of all of the other Latin American Republics; its potential and its problems are of a magnitude which staggers the imagination, but which are of great and increasing concern to the United States, both from a national security and humanitarian point of view; and, unnoticed except by a handful of specialists, Brazil has created a vast corpus of contemporary literature in which its social and economic problems and its aesthetic essence are available for study, but which are virtually inaccessible to those who have no competency in the Portuguese language.

The state of Luso-Brazilian studies in the United States is indeed precarious. Despite the continued high quality of instruction and slow (at times almost imperceptible) expansion of a few excellent graduate programs, it seems clear that effective steps should be taken to broaden the base of Portuguese language instruction in this country: to create, in short, strong undergraduate major and minor programs to serve as the most appropriate and efficient source of supply for graduate program candidates. It has

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*Adapted from an article published in The Linguistic Reporter (Vol. VII, No. 2 (April, 1965)), pp. 1-2.

become obvious that a drastic change in the developing pattern must take place to bear out Professor Parker's prediction that "....Portuguese will vie with Spanish in popularity at all levels."[1] The statistics here are revealing: the table below presents the enrollment statistics for the period 1959-1963 for four less-commonly taught modern foreign languages:

College Enrollments in Neglected Languages: 1959-63[2]

	1959	1960	1961	1962	1963
Hebrew	3,177	3,794	4,694	5,021	5,347
Japanese	1,222	1,840	2,171	2,368	3,101
Chinese	867	1,953	2,291	2,165	2,516
Portuguese	800	1,015	1,332	1,802	2,478

The 1963 Portuguese enrollment of 2,478 compares remarkably, and most unfavorably, with the 1963 total in Spanish of 246,673 (of a grand total college enrollment in all MFL of 801,781). Even more startling is the reported U.S. total of 585 Portuguese students reported in grades 7-12 in 1962 compared with the 1,470,957 students enrolled in Spanish (of a total MFL enrollment in secondary schools of 3,255,448).[3]

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[1]William Riley Parker, The National Interest in Foreign Languages (Third Edition: Washington, U.S. Government Printing Office, 1962), p. 153.

[2]Data synthesized from John Harmon et al., "Manpower in the Neglected Languages," PMLA LXXIX (1964), No. 4, Part 2, 91-106; James M. Marron et al., Fall 1963 Modern Foreign Language Enrollments in Institutions of Higher Education (New York, Modern Language Association, 1964); and Glen Willbern: Manpower in the Neglected Languages (1963). N.Y., Modern Language Association, 1965.

[3]See James N. Eshelman, "Secondary School Foreign-Language enrollments and Offerings, 1958-62," PMLA LXXIX (1964), No. 4, Part 2, 107-112.

The Status of Portuguese Language Study

It is in the context presented above that a group of twenty specialists, in Chicago for the MLA convention, met in December of 1963 for a discussion of the most appropriate means to revitalize Luso-Brazilian studies. Prof. Fred P. Ellison of the University of Texas organized and served as the discussion leader at this meeting. Present at this conference were representatives from all seven of the NDEA Spanish-Portuguese centers; present or represented in previous correspondence, were spokesmen from twenty-five colleges and universities. Three current Portuguese materials research projects supported by the Office of Education were represented by the project directors: Professor Hulet (UCLA), Feldman (Univ. of Colorado) and Hoge (Univ. of Wisconsin-Milwaukee). A full discussion of all facets of the problem led to the following conclusions and recommendations:

(a) the Luso-Brazilian area has clearly failed to participate in or profit from the linguistic break-through of the past decade;

(b) scientifically prepared elementary teaching materials, audio-visual aids, graded oral proficiency tests and similar materials, in such plentiful supply for other languages, are virtually non-existent for Portuguese;

(c) such materials as have been developed have been almost invariably restricted to local use with a limited number of students, resulting in a regrettable waste of talent and duplication of effort;

(d) basic linguistic research data in the structure of the contemporary language are urgently needed; and

(e) emphasis must be placed on the development or expansion of an undergraduate student base in order to support and nourish the excellent but limited graduate program.

Further discussion established first priority for profession-wide concentration on the production of a first-level college textbook for Portuguese, to be constructed according to the most modern linguistic principles by a team of specialists, with orientation and guidance supplied by a larger advisory committee. A meeting of this advisory committee was to be scheduled at the earliest feasible moment to formulate a specific plan of action for the PLDG.

The Status of Portuguese Language Study

Subsidized by a small grant from the Latin American Joint Committee of the ACLS-SSRC, a two-day PLDG conference was held at the University of Texas on May 2-3, 1964. With the assumption that additional members were to be added at a later date, the seventeen language and area specialists in attendance were established as the PLDG Advisory Committee. A two-phase project was outlined and approved. Phase I was to include:

(a) identification and solution of linguistic problems preliminary to the creation of a "Modern Portuguese" textbook;

(b) investigation of audio-visual teaching techniques and methodology for Brazilian Portuguese;

(c) selection of a team of writers for Phase II; and

(d) coordination with Luso-Brazilian specialists in the U.S. and abroad.

Phase II would consist of the textbook project, bringing together a writing team for a summer and one semester (or possibly an entire academic year) to construct a basic course in accordance with the guidelines established by the Advisory Committee. An executive committee was appointed to proceed immediately with the initiation of Phase I. In July, 1964 the executive committee (Fred Ellison, Univ. of Texas; Oscar Fernández, N.Y.U.; Alberto Machado da Rosa, Univ. of Wisconsin; Henry Hoge, Univ. of Wisconsin-Milwaukee) met with the Latin American Joint Committee of the ACLS-SSRC and presented a Phase I project proposal for the PLDG. On July 28 this proposal was approved, and a grant was made by the ACLS-SSRC for a one-year period, beginning on Sept. 1, 1964. The effective period of this project was subsequently extended for one year, to June, 1966. This project, now being carried out under the direction of Prof. Ellison, consists principally of the following elements:

1. The reproduction and distribution for trial and experimental use of the Oral Brazilian Portuguese text and tapes produced at the Univ. of Wisconsin-Milwaukee in 1963-64 by Henry W. Hoge and Peter Lunardini.

2. A number of studies in Portuguese Linguistics, to be conducted at the Univ. of Texas in supplementation of Prof. Hoge's current syntactical analysis project (subsidized by the Language Development Branch of the Office of Education and to be performed during the 1964-65 academic year).

Phase I of the PLDG project was reviewed in a Portuguese Language Conference at the MLA convention in New York in December, 1964. In view of the desirability of receiving a full report from all trial program sites, and in order to have on hand the data resulting from the syntactical research projects at Texas and the Univ. of Wisconsin-Milwaukee, the initiation of Phase II of the project has now been set for September, 1966. In the interim, in response to the requests received and opinions voiced at the MLA conference, the UWM Oral Brazilian Portuguese text and tapes, as well as other materials produced at the Univ. of Texas, will be made available for use if desired and requested by any institution.

As of the present date (November, 1965), Phase I of the PLDG project can be described as a most successful operation. The Oral Brazilian Portuguese text and tapes were reproduced and distributed as planned, and were used in fourteen leading institutions as a part of the text-evaluation project; the text has also been adopted for use in some twenty additional colleges and universities and in fifteen intensive oral Peace Corps training programs for Brazil. A report of the evaluation project is now being prepared at the University of Texas.

Several of the research monographs in Portuguese Linguistics have been completed, or are scheduled for completion during the current academic year (1965-66), including:

a. compilation of an oral corpus of Brazilian Portuguese (tapes and transcription);

b. the phonology of the carioca dialect;

c. visuals to accompany Brazilian Portuguese dialogues;

d. linguistic analysis of problems in the teaching of writing in Brazilian Portuguese;

e. comparative phonology of Brazilian Portuguese and American Spanish; and

f. contrastive analysis of Spanish and Portuguese.

The PLDG now sees some reason to believe that this project, if it continues to receive the support of the profession as it moves into its final phase, can and will effect a radical change in the pattern of development of Luso-Brazilian studies. The group invites all linguists with pertinent research interests and competence in this field to collaborate in the project, and to support it by registering their interest with the PLDG director.

II. PORTUGUESE TEACHING RESOURCES*

A selective list of the most useful reference and teaching materials for Portuguese language study follows. This listing includes both traditional materials and the few items available which reflect the current advances of linguistic theory.

Commercially prepared materials known to be out of print have not been included. Materials not listed in the 1962 MLA Selective List of Materials, or which are listed with more current bibliographical data, are indicated as asterisk (*).

Under the category Special materials are listed which are not known to be commercially available but which may be available for reference or for special teaching programs by special arrangement with the agency or institutions involved.

A. Traditional

a. Basic Texts

1. *Agard, Frederick B., Hélio Lobo, and Raymond S. Willis, Jr. Brazilian Portuguese from Thought to Word. Princeton, Princeton Univ. Press, ©1964. 277 pp. Re-published by Holt, Rinehart, Winston with original title page.
   Non-standard grammatical analysis. Inductive type exercises ("Observed Grammar") plus translation exercises. No oral or reading selections. No oral exercise material.

2. *Dunn, Joseph. A Grammar of the Portuguese Language. London, D. Nutt, 1930. 669 pp.
   A reference grammar of Peninsular Portuguese. No apparatus for classroom teaching needs.

3. Hills, E.C., J.D.M. Ford, J. de Siqueira Coutinho and L.G. Moffatt. A Portuguese Grammar, Revised. N.Y., D.C. Heath, 1944.
   A revision, somewhat condensed, of the original edition of 1925, with greater emphasis on Brazilian usage. Standard grammar-translation format.

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* The material in this section is a revised form of the data prepared for inclusion in the Report of the Conference on Critical Languages in the Liberal Arts Colleges, published by the Association of American Colleges (Washington, D.C., 1965), pp. 41-50.

4. *Ibarra, Francisco and Arthur Coelho. Brazilian Portuguese Self-Taught. N.Y., Random House, c1943. 405 pp.
   Conversation phrase list and situation vocabulary lists supplied. Lists of verbs by category. Extensive English-Portuguese vocabulary. O.P.?

5. Riccio, Guy. Introduction to Brazilian Portuguese. Annapolis, U.S. Naval Institute, 1963. 299 pp.
   A well-organized standard format grammar. Oral exercises of fill-in and Q-A type (non-patterned).

6. Rossi, R. Carlo. Portuguese: The Language of Brazil. N.Y., H. Holt and Co., c1945. ix + 379 + lxxxv.
   Standard leitura plus grammatical analysis and exercises. Phonetic transcription of reading selections and lesson vocabularies. Detailed appendices containing thorough study of orthography (with lists of exceptions); lists of verbs by types (reflexive, prepositional, etc.).

7. Sá Pereira, Maria de Lourdes. Brazilian Portuguese Grammar. N.Y., D.C. Heath, c1948. 403 pp.
   Detailed pronunciation analysis in Introduction (by Robert Hall, Jr.) Phonetic transcription for all lesson vocabularies and main vocabulary. Standard leitura plus grammatical analysis and drill exercises.

8. Williams, Edwin B. An Introductory Portuguese Grammar. N.Y., F.S. Crofts (Appleton-Century-Crofts), c1942. 168 pp.
   A minimum essential or outline of the Portuguese language. Brief Q-A and translation exercises.

9. Williams, Edwin B. First Brazilian Grammar. N.Y., Appleton-Century-Crofts, c1944. 194 pp.
   Format similar to An Introductory Portuguese Grammar by the same author. A minimum essential grammar.

b. Reading Materials-Graded

1. Carter, Henry Hare. Contos e anedotas brasileiros. A Graded Portuguese Reader. Boston, D.C. Heath, ©1942. 241 pp.
   Simplified selections chiefly from modern Brazilian authors. Brief exercises, vocabulary.

2. *Dale, George Irving. Artigos e contos portuguêses. N.Y., F.S. Crofts (Appleton-Century-Crofts), c1941. 222 pp.
   Selections chiefly from Portuguese writers of modern period (one Brazilian author included). Notes, Q-A exercises for first five selections.

3. *Hamilton, D. Lee, Albert R. Lopes, and William X. Walsh. Conversas sul-americanas. N.Y., F.S. Crofts (Appleton-Century-Crofts), c1946. 218 pp.
   Informational dialogues on South America and Brazil. Standard Q-A exercises for each dialogue.

4. *Rossi, P. Carlo. Vida brasileira: A Portuguese reader about Brazil. N.Y., H. Holt, c1949. 124 + lxxii.
   Graded cultural reader, covering geography, history, economy, music and art. Brief Q-A exercises on each section.

c. Reading Materials-Edited Texts

1. *Alencar, José de. Iracema. Ed. by D. da Cruz. N.Y., Longmans, Green and Co., 1943. 145 pp.
   Text of this classic edited with vocabulary and brief Q-A, fill-in exercises. Text of additional interest as early example of Brazilian variations of standard Portuguese. O.P.?

2. *Hamilton, D. Lee and Ned Carey Fahs. Contos do Brasil. N.Y., F.S. Crofts (Appleton-Century-Crofts), ©1944. 332 pp.
   An anthology of selections by modern Brazilian authors. Short biography of each author. Vocabulary notes. To be re-issued by Appleton-Century-Crofts in 1966.

3. Veríssimo, Érico. Gato preto em campo de neve. Ed. by Lloyd Kasten and Claude Leroy. N.Y., H. Holt and Co., 1947. 183 + lxxvii pp.
   A careful edition of the U.S. travel impressions of Érico Veríssimo. Vocabulary and notes. No drill or conversation exercises.

d. Conversation Manuals

1. *Chérel, J.-L. et A. Le Portugais sans Peine. Paris, "Assimil", 1957. 438 pp.
One of the series. Practical conversation plus structure analysis based on French patterns. Useful for self-study approach to general travel and conversational needs. In French.

2. Kany, Charles E. and João B. Pinheiro. Spoken Portuguese for Students and Travelers to Brazil. Boston, D.C. Heath, c1947. xiv + 187 pp.
Topical conversational phrase-list format, with brief section on pronunciation and appendix with grammar analysis. No ordered syntactical progression, nor integration of syntax with conversational selections.

3. Kany, Charles E. and Fidelino de Figueiredo. Portuguese Conversation: Elementary, Intermediate, Advanced (62 pp., 70 pp., 86 pp.; c1942-1943)
Topical conversational phrase lists. No systematical syntactical progression. Footnotes and vocabulary.

4. Lopes, Albert R. Bom dia! One-Minute Dialogues in Portuguese. N.Y., Appleton-Century-Crofts, 1946. 33 pp.
Fifty very brief topical dialogues (4-5 lines each) without exercises. Almost exclusively in present tense. Useful as supplement to early phase of an introductory course.

5. Reno, Margarida F., and Vicenzo Cioffari, and Robert Hall, Jr. Spoken Portuguese. Book One. N.Y., D.C. Heath, c1944. 204 pp. plus vocabulary.
Re-spelling transcription by Robert Hall. Phrase-building technique.

6. *Reno, Margarida F. Portuguese: A Handbook of Brazilian Conversation. Chicago, Wilcox & Follett Co., 1943. 234 pp.
Phrase-list introduction technique. Extensive word lists arranged by topics and grammatical categories. Out of print?

Portuguese Teaching Resources

B. Recent Materials

a. Basic Texts

1. *Ellison, Fred P., Bryan Head, et al. Portuguese Audio-Lingual Materials. Austin, Univ. of Texas, 1965. ca. 300 pp.
   Fourteen units. Reading selections, recombination dialogs, pattern drills. No grammatical analysis. Used experimentally in Austin Secondary School pilot project. Available in limited quantity from author by Sept. 1, 1965.

2. *Hoge, Henry W. and Peter Lunardini. Oral Brazilian Portuguese. Milwaukee, Univ. of Wisconsin-Milwaukee, 1964. xii + 424 pp.
   An intensive oral text, consisting of four introductory plus fifteen main Units. Dialogs plus structural analysis and extensive fully patterned oral exercises. Used in trial form in 27 oral teaching programs in 1964 with partial subsidy from ACLS-SSRC.

3. *Leroy, Claude. Português para principiantes. Book I. Madison, Extension Division (Univ. of Wisconsin), 1964. 266 pp.
   Introduction pronunciation section. Sixteen lessons plus ten cultural selections and contos. Standard format reading selection plus grammatical analyses, exercises. Semi-patterned oral exercises provided for each lição. Book II, to complete the structural coverage of Portuguese, reported as forthcoming.

b. Reading Materials

1. *Englekirk, John E. Outline History and Anthology of Brazilian Literature. Los Angeles, Univ. of California Press, 1963.
   Reported as completed in NDEA "Completed Research..." (List 3: Washington, 1963). Reported as "In Press" in List 4 (Washington, 1964).

2. *Pereira, Teresinha Alves. Falando no Brasil: Português para principiantes. Belo Horizonte, Edições Belo Horizonte, 1964. 119 pp.
   Short narrative selections on life situations ("A casa", "A família", etc.) plus brief oral exercises. No systematic syntactical progression.

3. *Menton, Seymour. Brazilian Drama. Five contemporary Brazilian plays. Reported as "In Press" as of January, 1965. (Appleton-Century-Crofts).

c. Special

1. *Jong Filho, Gerrit de. O nosso próprio livro de leitura. Provo (Utah), Ed. da Univ. Brigham Young, 1960. 151 pp.
Readings and general Q-A exercises. Quizzes and vocabulary.

2. *Jong Filho, Gerrit de. Leituras fáceis e instrutivas. Provo (Utah), Ed. de Univ. Brigham Young, 1964. 76 pp.
Simplified stories plus vocabulary and Q-A exercises.

3. *Silva, Guilherme de Castro e. Vida nova. Phoenix (Arizona), American Inst. for Foreign Trade, 1963. 168 pp.
General situational reading and dialog selections ("Preparativos de viagem", "Nas ruas do Rio", etc.) Partial vocabulary and list of expressions given separately for each unit.

4. *U.S. Army Language School. Basic Situations. Reproduced at U.S. Military Academy. West Point, 1961. 131 pp.
Series of sketches and dialogues for each of eleven general situations. Illustrated.

5. *U.S. Military Academy (Foreign Language Department). A series of interrelated manuals, as follows:

1. Leituras militares. West Point, 1960. 72 pp. General military topics (20: "As fôrças armadas brasileiras", "A infantaria", etc. with vocabulary.

2. Trechos literarios. West Point, 1963. Nine literary selections. Some footnotes, no vocabulary.

3. Brasília: An Introduction to Brazilian Portuguese. Part I. West Point, 1964. Unpaginated. Series of 33 dialogs with brief exercises; many illustrations.

4. O pórtico das ilusões. West Point, 1964.
A continuation of Brasília (no. 3., above) Unpaginated. 12 Chapters. Long semi-narrative dialogs with brief exercises.

5. Cruzeiro do Sul (Leituras Brasileiras). West Point, 1962. 27 chapters. by F.C.H. Garcia. Unpaginated. General cultural and historical readings. Brief cognate and expression analyses.

6. Exercícios suplementares. 3ª Classe, 4ª Classe. West Point, 1964. Standard work-book format; to accompany O Cruzeiro Brasília, and O pórtico das ilusões. Cued to these books.

7. Seleções literárias. West Point, 1962. Twenty poetic selections.

8. A Handbook of Portuguese Grammar. West Point, 1964. 120 pp. Standard grammatical analysis. No dialogs, reading or drill exercises.

d. Foreign Language Basic Texts

1. *Almeida, Napoleão Mendes de. Gramática metódica da língua portuguêsa. 18ª Ed. São Paulo, Edicão Saraiva, 1965. 579 pp.
A thorough coverage of Brazilian Portuguese usage. Valuable notes on current colloquial constructions.

2. *Cruz, Marques da. Português prático: Gramática. 28ª Ed. São Paulo, Edições Melhoramentos, 1964. 382 pp.
Largely a syntactical analysis of Portuguese, following classical pattern and terminology.

3. *Lima, Rocha. Gramática normativa da língua portuguêsa. Pref. de Serafim da Silva Neto. Rio de Janeiro, F. Briguiet e Cia., 1964. 597 pp.
Classical "normative" type grammar (sentence analysis, figures of speech, etc.)

4. *Tôrres, Almeida. Moderna gramática expositiva. 16ª Ed. São Paulo, Editôra Fundo de Cultura, 1964. 277 pp.
Classical syntactical analysis. Short literary selections in appendix.

5. *Vázquez Cuesta, Pilar and Maria Albertina Mendes da Luz. Gramática portuguesa. 2ª Ed. Madrid, Editorial Gredos, 1961. 551 pp.
An excellent reference grammar of Peninsular Portuguese. Historical introduction on dialectal variants of Portuguese. Frequent references to Brazilian Portuguese. Bibliography. In Spanish.

e. Dictionaries

1. *Ferreira, A.B. da Hollanda and José B. da Luz. Pequeno dicionário brasileiro da língua portuguêsa. IIª Ed. Rio de Janeiro, Editôra Civilização Brasileira, 1964. xxxiii plus 1301 pp.
Introduction contains full text of orthographic accord of 1943. The best all-Portuguese single volume dictionary for Brazilian Portuguese.

2. *Houaiss, Antônio and Catherine B. Avery. The New Appleton Dictionary of the English and Portuguese Languages. N.Y., Appleton-Century-Crofts, 1964. 636 pp. (Eng.-Ptg.) plus 665 pp. (Ptg.-Eng.).
The best single-volume bi-lingual dictionary.

3. *Pietzschke, Fritz. Nôvo Michaelis Dicionário Ilustrado. I: Inglês-Português, 4ª ed., 1962. 1123 pp. II. Português-Inglês. 2ª ed., 1962. 1320 pp. São Paulo, Edições Melhoramentos.
The most complete English-Portuguese dictionary. Brazilian entries increased in latest edition.

4. Taylor, James L. A Portuguese-English Dictionary. Second (revised) Edition. Stanford, Stanford University Press, ©1963. xx + 655 pp., plus verb tables.
An excellent general-purpose Portuguese-English dictionary. The introductory statement on Brazilian orthography is particularly useful.

f. Current Research and Developmental Programs

1. Syntactical Analysis of Contemporary Brazilian Portuguese. Henry W. Hoge (Univ. of Wisconsin-Milwaukee-Office of Education) 1964-1965.
Includes computer analysis of sample constructions.

2. Advanced Oral Brazilian Portuguese Teaching Materials and Brazilian Area Study Manual. Henry W. Hoge and Associates. (University of Wisconsin-Milwaukee and Peace Corps Research Division), 1966.

3. Course in Brazilian Portuguese for Speakers of Spanish. David Feldman (Univ. of Colorado-Office of Education). Contracted 1962.
No report of progress available.

4. Portuguese Language Development Group (PLDG). Chairman, Fred Ellison (Univ. of Texas--SSRC-ACLS).

a) Experimental use of trial oral intensive materials (1964). (SSRC-ACLS grant).

b) Development and experimental use of visual materials. 1965. (SSRC-ACLS grant).

c) Preliminary research in teaching of writing, phonology of Brazilian Portuguese, etc. for Modern Portuguese textbook project. 1965. (SSRC-ACLS grant).

d) Modern Portuguese text project. A team project, scheduled for academic year 1966, at the University of Texas. Research in (c) designed to support this project.

5. Auto-Instruction Programs for Neglected Languages. Peter Boyd-Bowman (Kalamazoo College-Office of Education). Includes Portuguese. 1965.